

EUROPEAN COOPERATION IN **HIGHER EDUCATION**

SHAPING THE FUTURE OF EUROPE



IRYNA KUSHNIR

 OPEN ACCESS
BOOK

European Cooperation in Higher Education

This page intentionally left blank

European Cooperation in Higher Education: Shaping the Future of Europe

BY

IRYNA KUSHNIR

Nottingham Trent University, UK

WITH

NUVE YAZGAN

Nottingham Trent University, UK



United Kingdom – North America – Japan – India – Malaysia – China

Emerald Publishing Limited
Emerald Publishing, Floor 5, Northspring, 21-23 Wellington Street, Leeds LS1 4DL

First edition 2025

Copyright © 2025 Iryna Kushnir.
Chapters 2, 5 and 6 © 2025 Iryna Kushnir and Nuve Yazgan.
Published by Emerald Publishing Limited.



The ebook edition of this title is Open Access and is freely available to read online.



This work is published under the Creative Commons Attribution (CC BY 4.0) licence. Anyone may reproduce, distribute, translate and create derivative works of this book (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this licence may be seen at <http://creativecommons.org/licenses/by/4.0/legalcode>

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-83753-519-4 (Print)

ISBN: 978-1-83753-516-3 (Online)

ISBN: 978-1-83753-518-7 (Epub)



INVESTOR IN PEOPLE

This book is dedicated to my K., the miracle.

This page intentionally left blank

Contents

List of Vignettes	<i>ix</i>
List of Tables	<i>xi</i>
List of Abbreviations	<i>xiii</i>
About the Author	<i>xv</i>
About the Contributor	<i>xvii</i>
Preface	<i>xix</i>
Acknowledgements	<i>xxi</i>
Chapter 1 Introduction	1
<i>Iryna Kushnir</i>	
Chapter 2 The Neo-Institutionalist Approach	17
<i>Iryna Kushnir and Nuve Yazgan</i>	
Chapter 3 The European Project and European Higher Education	31
<i>Iryna Kushnir</i>	
Chapter 4 Germany's Membership in the European Higher Education Area: Leading Europe	45
<i>Iryna Kushnir</i>	
Chapter 5 France's Membership in the European Higher Education Area: (Still) 'Moderating' the Leading of Europe	57
<i>Iryna Kushnir and Nuve Yazgan</i>	

Chapter 6 Italy's Membership in the European Higher Education Area: Coordinating Cooperation in Higher Education While Attempting to Stay Apolitical	73
<i>Iryna Kushnir and Nuve Yazgan</i>	
Chapter 7 United Kingdom's Membership(s) in the European Higher Education Area: Applying a Heterogeneous Agenda	89
<i>Iryna Kushnir</i>	
Chapter 8 European Cooperation in Higher Education and the Evolving Mission of the European Project (in the Early 2020s)	107
<i>Iryna Kushnir</i>	
Chapter 9 Conclusion	121
<i>Iryna Kushnir</i>	
Index	129

List of Vignettes

Chapter 1

Vignette 1. List of EHEA International Official Communications.

12

This page intentionally left blank

List of Tables

Chapter 1

Table 1.	Stakeholders in the United Kingdom (EWNI and Scotland), Germany, France and Italy.	7
Table 2.	List of Interviewees.	9
Table 3.	Official Communications From National Stakeholders.	11

This page intentionally left blank

List of Abbreviations

ADIUT	The Assembly of Directors of University Institutes of Technology in France
AfD	German Alternative for Germany
ALFA	The América Latina – Formación Académica programme
ANVUR	Italian Quality Assurance Agency
BERA	British Educational Research Association
BFUG	Bologna Follow-up Group
BP	Bologna Process
CAS	Common Asylum System
CRUI	The Conference of Italian University Rectors
DAAD	German Academic Exchange Service
EC	European Commission
ECTS	European Credit Transfer System
EEA	European Education Area
EHEA	European Higher Education Area
ENIC	The European Network of Information Centres
ERASMUS	European Community Action Scheme for the Mobility of University Students
ET	Education and Training
EU	European Union
EWNI	England, Wales and Northern Ireland
FAGE	National Student Organisation in France
FdI	Brothers of Italy
FI	Forza Italia
FZS	Free Association of Students' Unions in Germany
GEW	Education and Science Workers' Union in Germany
HE	Higher Education
M5s	The Five Star Movement in Italy

xiv List of Abbreviations

MSs	Member States (of the EU)
NARIC	National Academic Recognition Information Centres (in the European Union)
NATO	The North Atlantic Treaty Organisation
NI	New institutionalism
NUS	National Union of Students in the UK
PD	The Democratic Party Partito Democraticoarty in Italy
PdL	Il Popolo della Libertà (the People of Freedom party in Italy)
QAC	The Quality Assurance Committee (in Italy)
UDU	National Union of University Students in Italy
UK	United Kingdom
WWII	Second World War

About the Author

Iryna Kushnir is the author of this book. She is an Associate Professor at the Nottingham Institute of Education at Nottingham Trent University. Prior to this, she held academic posts at the University of Edinburgh and the University of Sheffield. Dr Kushnir's interdisciplinary research combines the following main areas: higher education policy and sociology, European integration and social justice. She is particularly interested, and has published widely, in the area of higher education policy and politics of the European Higher Education Area. She was the PI on the project which laid the foundation for this book. This project was funded by the Spencer Foundation and was entitled 'Europeanisation agenda and membership in the European Higher Education Area post-2020: stakeholders' perspectives from the UK, Germany, France and Italy'. Dr Kushnir's interdisciplinary approach has led to empirical and theoretical contributions, which reveal how education policy on one hand and Europeanisation processes on the other hand are interrelated and mutually shape one another. A wider societal impact of Dr Kushnir's work is in co-establishing and co-developing the Ukrainian Education Research Association which has become the biggest national research association in Ukraine and a hub for education research and quality.

This page intentionally left blank

About the Contributor

Nuve Yazgan has co-authored three of the nine chapters in this book together with Dr Iryna Kushnir (Chapters 2, 5 and 6). Dr Nuve Yazgan has worked as a Research Consultant at Full Fact as well as a researcher at the Nottingham Institute of Education at Nottingham Trent University and at the Department of Government at the University of Essex. During her time at Nottingham Trent University, she was employed by Dr Iryna Kushnir to contribute to some aspects of the project which are presented in this book. Dr Yazgan completed her PhD studies in December 2021 at the Department of Politics at the University of Surrey. Her research interests include European Public Policy, Greek Politics and Greek–Turkish Relations. She has published articles and book reviews in various journals.

This page intentionally left blank

Preface

This book explores the role of European cooperation in higher education (HE), illustrated by the case of the European Higher Education Area (EHEA), in understanding the evolving mission of the European project that has increasingly been transcending the borders of the European Union. The temporal focus of this book is on the early 2020s, but relevant developments prior to this are also considered as an important context.

The focus of this book is timely and original, first of all, because the book reports on the only study about the four founders of the EHEA, focusing on the interconnectedness of their EHEA membership agendas and their wider political agendas. Second, the study reported here addresses a temporal-contextual gap in the available field of research on the EHEA by covering the early 2020s period, namely after the last 2020 deadline for the development of the EHEA, as well as after such significant political events in the European region as the end of the Brexit transitional period and the start of a full-scale Russia–Ukraine war. Third, the study presented in this book highlights an innovative theoretical dimension in the topic of European HE and European politics by relying on neo-institutionalism.

The analysis in this book is informed by neo-institutionalism and relies on 25 interviews with key policy actors in the four founding countries of the EHEA (i.e., Germany, France, Italy and the United Kingdom) and text analysis of 64 selected official communications. Through an in-depth examination of the generated empirical data in light of the underlying theory and prior studies in the area of European HE and politics, this book aims to (1) explore the perspectives of key HE actors in the four founding countries of the EHEA on the strategic significance of their memberships in this area for them, as well as for the European region, and (2) analyse these findings to inform our understanding of the evolving mission of the European project.

The significance of the analysis in this book is in demonstrating that European cooperation in HE, exemplified by the EHEA, has been a platform for the meaning-making process of the European project's mission which has been gaining momentum in supporting political stability in the European region, predominantly recently – post-2020. The findings presented in this book suggest that the stakeholders of each of the EHEA's founding countries, despite having different priorities and visions for their memberships in the EHEA and EHEA's role for Europe, have all been contributory to the making of the purpose of the European project as an insurer of stability and dialogue among the countries.

Based on these findings, the study presented in this book addresses gaps in the literature on European HE and the European project and informs policy practice at the EHEA international policymaking level in the run-up to EHEA's 2030 deadline, the national policymaking level of the four EHEA founders in the area of HE and international relations, as well as further work of the European Commission and its partners in steering the development of the European project.

Acknowledgements

I would like to express my gratitude to my interview participants for sharing their valuable expertise and insights.

Special thanks should also go to the research funders whose support laid the foundation for this important book. The research reported in this book was made possible (in part) by a grant from the Spencer Foundation (#202200185) and funding from Research England, awarded through Nottingham Trent University, granted to Dr Iryna Kushnir. The views expressed are those of the author and do not necessarily reflect the views of the funders.

I would like to acknowledge the loving and inspiring support of my husband, family, friends and colleagues.

This page intentionally left blank

Chapter 1

Introduction

Authored by Iryna Kushnir

Abstract

This opening chapter contextualises the focus of the book, explains its originality, and outlines the research design of the project which is reported in this book. Special attention is paid to the collective case study of the four countries that inform the empirical part of this study: Germany, France, Italy and the United Kingdom, as members and founders of the European Higher Education Area. Data collection and analysis methods are also detailed here.

Keywords: Europe; the European project; politics; Europeanisation; European Higher Education Area; higher education; UK; Germany; France; Italy

1.1 Background and Relevance: Europe, its Higher Education and the European Higher Education Area

Post-WWII peace-building and the promotion of security assurance on the European continent became the main impetus to the emergence of the European Union (EU) and its development, with the collapse of the Soviet Union and Yugoslavia in 1991 adding fuel to that aspiration (Dedman, 2009). The signing of the Maastricht Treaty in 1992 and its ratification in 1993 formally established the EU, with an initial membership of 12 countries, and commenced a new stage in the development of a so-called European project, the territorial reach and meaning of which have evolved over time (EU, 2024). While the borders of the EU have been a matter of political agreements, the European project has been developing as a space of meaning, that increasingly transcends the borders of the EU and aims to unite Europe as a region the geography of which spans beyond EU's borders (Kushnir, 2016). Hence, Europeanisation has been the accompanying process of the evolution of the European

European Cooperation in Higher Education, 1–16



Copyright © 2025 Iryna Kushnir.

Published by Emerald Publishing Limited. This work is published under the Creative Commons Attribution (CC BY 4.0) licence. Anyone may reproduce, distribute, translate and create derivative works of this book (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this licence may be seen at <http://creativecommons.org/licenses/by/4.0/legalcode>
doi:10.1108/978-1-83753-516-320251003

project, and its dynamic nature could be understood as a process of adopting the aims and features to support the development of the European project (Exadaktylos et al., 2020).

The establishment of the post-1945 European institutions largely aimed to make another war in the European area politically unthinkable and materially not possible. Nonetheless, those post-war institutions ended up prioritising elite governance over popular participation. As a result, a Europe founded on education seems to have started appearing as a more truly people's Europe than what we have inherited from the post-1945 institutions. Education has emerged as an instrument for defeating a lack of unity within the EU, and even more so, for developing deeper relationships between the EU member states, as well as between the EU and its neighbours.

Education in general and higher education (HE), in particular, have historically played an important role in European politics. Writing almost two decades ago, Grek (2008, p. 208) argued that education was 'slowly moving from the margins of European governance to the very centre of its policy making.' More recently, I have emphasised a similar phenomenon in my paper (Kushnir, 2021b), highlighting how the European Education Area (a related but distinct initiative from the EHEA, meant for all levels of education specifically in the EU countries) has been used by EU decision-makers to facilitate the deepening of the relationships among the EU member states in the context of the rise of populism, economic crises and other challenges the EU has been facing. Robertson et al. (2016) maintain that specifically HE has been instrumental in crafting the European project particularly through facilitating academic mobility, inspiring the building of a European single market and the concept of the European citizen.

The processes that make up the European HE space are complex and have a long history. For example, the EU has been coordinating a number of education policy initiatives with a focus on HE. Examples include the famous Bologna Process (BP) which has established the European Higher Education Area (EHEA) and the associated Education and Training (ET) Work frameworks 2010/2020, which both later served as a foundation for the European Education Area (Robertson et al., 2022). Feeding on these growing policy interconnections, the EHEA has emerged as the largest all-encompassing HE harmonisation initiative not only in the European region but much wider – in the world, having transformed into an 'international higher education regime' (Zahavi & Friedman, 2019, p. 23).

Some scholars, seemingly, anticipated or assumed that the work on building the EHEA and its BP would have come to an end back in 2020 (Gareis & Broekel, 2022; Mendick & Peters, 2022; Pires Pereira et al., 2021), which was the deadline for the achievement of a 'fully functioning EHEA' (EHEA, 2024h). However, this did not happen. What follows is a brief reminder about some of the key aspects of the EHEA and its BP.

Education ministers from four countries, namely the United Kingdom, Germany, France and Italy, initiated work towards the EHEA at their meeting in France in 1998, before calling upon other EU member states to join them (EHEA, 2024a). The EHEA started developing as a platform for Europeanisation, more so after the adoption in 2001 of the goal for the EU to become 'the most competitive and dynamic knowledge-based economy in the world.' This followed Lisbon

Council in 2000 when this goal was originally set specifically for the EU (Corbett, 2011, p. 36). The link of the EHEA and Europeanisation was reinforced by EHEA's growing membership initially limited to the EU countries, frequent references in the EHEA official communications to developing a European identity of those in the EHEA and, after all, the inclusion of the term 'European' in the actual name of the EHEA (Kushnir, 2016). Eventually, the EHEA started broadening European borders by inviting non-EU countries to become members, but this was accompanied 'by aggravating tensions in the development of a territory-identity integrity in Europe, constructed by the Bologna Process' (Kushnir, 2016, p. 665). Nonetheless, the BP has grown to become the biggest HE initiative worldwide (Zahavi & Friedman, 2019).

The BP has evolved over time. Initially, it was about harmonising HE systems in the EHEA to ease academic mobility and employability (e.g. comparable cycles of studies, credit system to measure workload, quality assurance standards, etc.) (EHEA, 2024a). Then, the focus was more on developing and implementing the values of democracy and academic freedom in the EHEA, as suggested by the Rome Ministerial Communique (EHEA, 2020). More recently, in the context of the Russian full-scale invasion of Ukraine, 'the EHEA has begun to emerge as a platform for political cooperation beyond HE for the promotion of peace in the European region' (Kushnir, 2023, p. 1). Not only did the scope of the Bologna initiatives evolve, but so did the territorial reach of the EHEA. Currently, there are 47 active members in the EHEA, following the suspension of the memberships of Russia and Belarus in April 2022 in response to the invasion of Ukraine (EHEA, 2022).

This brings us back to reasoning about the mission of Europe. The peace-promotion ideal, mentioned above, gradually became a thing of the past, as new generations could not relate to it. Polyakova's (2016, p. 70) powerful words shed more light on this,

Mainstream politicians too often rely on the worn-out trope of a Europe "whole, free, and at peace" – a phrase that spoke to generations that remembered World War II and the Cold War. But younger Europeans are searching for a vision for the future that speaks to their values now, not to ideals that emerged out of past calamities.

Nevertheless, as the findings spelled out later in this book will demonstrate, Polyakova's (2016) observation has begun to change with the start of the full-scale invasion of Ukraine, evidenced by the case of the EHEA. This is one key aspects of the relationship between European cooperation in HE and the evolving mission of Europe that will be discussed in this book.

1.2 The Focus and Originality of This Book

This book explores the role of European cooperation in HE, illustrated by cooperation in the framework of the EHEA, in understanding the evolving mission of the

European project in the early 2020s. This focus of the book is timely and original for three main reasons. First, this book reports on the only study about the four founders of the EHEA, focusing on the interconnectedness of their EHEA membership agendas and their wider political agendas. Second, the study reported here addresses a temporal-contextual gap in the available field of research on the EHEA by covering the most recent period of the early 2020s, namely after the Brexit transitional period and after the start of a full-scale Russia–Ukraine war. Third, the study highlights an innovative theoretical dimension in this topic – relying on neo-institutionalism in the analysis of Europeanisation politics particularly in the context of EHEA memberships.

While the literature about the participation of Germany, France, Italy and the United Kingdom in the EHEA is diverse, no research explores them jointly as the four founders of the EHEA, with the exception of my recent co-authored article on the geopolitics of the European HE space (Kushnir & Yazgan, 2024) that stems from this same project and represents its extract. Part of the significance of this book lies in addressing this gap by investigating the role of European cooperation in HE represented by the EHEA in understanding the evolving mission of the European project.

This first collective case study makes an essential contribution to the scholarship about the EHEA by advancing our limited knowledge about its initiators and their Europeanisation in the early 2020s. Revealing these trends is also significant and timely for theorising differentiated Europeanisation from a HE perspective and informing EHEA international level policymaking in the run-up to its new deadline of 2030. The first years after the 19 November, 2020 stock-taking ministerial meeting are crucial in shaping the directions of work of EHEA's signatories. Although the concept 'differentiated Europeanisation' stems from EU Studies, it has also been applied to the analysis of the EHEA, the boundaries of which spread far beyond the EU. Veiga et al. (2015) applied it, but only in the area of HE harmonisation and only in the context of Germany, Italy, Norway and Portugal. Even though Germany and Italy featured in that study, it did not answer the questions posed by the project reported in this book. This is because the scholars relied only on the analysis of country's Bologna reports prior to 2009, did not review the situation post-2020, did not offer an in-depth exploration of the perspectives of key HE actors on the EHEA membership and did not view it as a case of a wider Europeanisation agenda of the countries. Veiga's (2023) more recent reflective piece brings together the discussion of political differentiated integration in the EU and differences within the EHEA. While discussing Brexit, this work does not specifically focus on the temporal context of the early 2020s and the full-scale invasion of Ukraine. It also does not rely on empirical research, which means it does not focus on data collected from the stakeholders in the four founders of the EHEA and does not apply the neo-institutionalist lens.

There is a need to bridge the scholarship about EHEA membership and wider Europeanisation particularly with regard to the countries that initiated the EHEA – as a platform for Europeanisation to understand the nature of this Europeanisation. The state of affairs in the early 2020s is of a special interest here because in addition to

the change of European geopolitics in 2020 following the end of Brexit transitional period, the year 2020 was the deadline for the achievement of a ‘fully-functioning EHEA’ (EHEA, 2024h) and planning EHEA’s further work.

In light of the above, the specific research questions that this book sets out to explore include:

What is the role of European cooperation in HE represented by the EHEA for the evolving mission of the European project in the early 2020s?

- (1) What are the perspectives of key HE actors in the four founding countries of the EHEA (Germany, France, Italy and the UK) on the strategic significance of their memberships in this Area for them, as well as for the European region?
- (2) How do these findings inform our understanding of the European project?

By exploring the answers to the above research questions, this book puts forward and unfolds the following argument: European cooperation in HE, illustrated here by the case of the EHEA, is an instrumental platform for the meaning-making process of the European project’s mission which has increasingly been gaining momentum in supporting political stability in the European region, particularly in the early 2020s period. The findings suggest that the stakeholders of each of the EHEA’s founders, despite having different priorities and visions for their memberships in the EHEA and EHEA’s role for Europe, have all been contributing to the crafting of the purpose of the European project, that has increasingly been transcending the borders of the EU, as an insurer of stability and cross-country dialogue.

Specifically, German Bologna stakeholders view Germany’s EHEA membership largely as a tool for generating and maintaining political stability in the region, and Germany takes an active leading role in this process. France’s Bologna stakeholders take a moderating role in leading the European region together with Germany in their stability-seeking process relying on the EHEA as a platform for this. Italian EHEA-related stakeholders, despite taking a coordinating role in the EHEA, have been trialling ways of staying apolitical before succumbing to the unavoidable connection between politics and HE. This attitude to politics may, arguably, be rooted predominantly in the assumed conflict between EHEA’s inherent link to Europeanisation (Kushnir, 2021a) and Italy’s growing Euroscepticism, coupled with a commitment to the security of the region. A similar conflict seems to be present in the attitude of England, Wales and N. Ireland (EWNI) which is one of the two UK members in the EHEA, along with Scotland, but this conflict is expressed differently in EWNI’s positioning of its EHEA membership. EWNI, where England’s Bologna stakeholders set the tone for work (Kushnir & Brooks, 2022), have been focused on observing the developments in the EHEA and wider politics surrounding it, keeping the HE cooperation ties which have been established and looking outwards to

cooperating with other regions. EWNI's attitude to the Europeanisation politics of the European region is that of a former empire – willingness to maintain international connections and external influence, while not being an active leader in the EHEA or in the European project. For Scotland, which is the other UK member in the EHEA, HE cooperation in the framework of the EHEA is an instrument for Scotland's politics of Europeanisation, particularly the mending of the EU ties, shaken after Brexit.

1.3 A Note on the Memberships of the United Kingdom, Germany, France and Italy in the European Higher Education Area

The first striking difference regarding the membership status of the four cases in the EHEA is that unlike the other three cases, the United Kingdom has two separate 'seats' – for Scotland and separately for England, Wales and Northern Ireland (EWNI). The United Kingdom's two memberships are presented on the EHEA website as the 'United Kingdom', which refers to EWNI, and the 'United Kingdom (Scotland)' which stands only for Scotland (EHEA, 2024b). Aside from this, it is also important to point out that Germany's membership has its own complexity, given Germany's federal states' independence in policymaking (Toens, 2009).

UK-devolved administrations and their related policy actors work together in governing HE in different parts of the United Kingdom (Gallacher & Raffé, 2012), and thus, tight links and some overlaps in the work of key stakeholders from EWNI and Scotland were considered. Evidently, the list of German, French and Italian stakeholders in the EHEA is less complex, given their singular membership in the EHEA (Table 1).

1.4 Methodological Considerations

The overarching research design of this project was informed by BERA (2018) Research Ethics Guidelines, which was the latest edition of the Guidelines at the time of designing this project. Data collection followed a favourable ethics decision (Ref: KUSHNIR 2021/414) from the Schools of Business, Law and Social Sciences Research Ethics Committee (BLSS REC) at Nottingham Trent University. The write-up of this book is also informed by relevant updates in the recently published fifth edition of the BERA (2024) Research Ethics Guidelines.

This book presents a collective case study of four EHEA's founders' perspectives on the role of European cooperation in HE represented by the EHEA in the evolving mission of the European project in the early 2020s.¹ As per Stake's (1994) definition, a collective case study involves some level of comparison, but it

¹The research reported in this book was made possible (in part) by a grant from the Spencer Foundation (#202200185) as well as Research England, awarded through Nottingham Trent University to Dr Iryna Kushnir. The views expressed are those of the authors and do not necessarily reflect the views of the funders.

Table 1. Stakeholders in the United Kingdom (EWNI and Scotland), Germany, France and Italy.

Stakeholders	UK		Germany	France	Italy
	(EWNI)	(Scotland)			
1. National Authority for HE	Department for Education (Government)	Scottish Government	Federal Ministry of Education and Research	Ministry of Higher Education, Research and Innovation	Ministry of Education and Merit
2. Quality Assurance Authority	Quality Assurance Agency	Quality Assurance Agency Scotland	Accreditation Council	High Council for the Evaluation of Research and Higher Education	National Agency for the Evaluation of the University and Research System (ANVUR)
3. Student Unions	National Union of Students (NUS-UK)	National Union of Students Scotland (NUS-Scotland)	National Union of Students in Germany	National Union of Students in France (UNEF) European Students Union (FAGE)	National Council of University Students
4. Employers' Associations/ Teachers Unions	University and College Union	University College Union Scotland	Confederation of German Employers' Association Education and Science Workers' Union (GEW)	Mouvement des Entreprises de France (MEDEF)	—

(Continued)

Table 1. (Continued)

Stakeholders	UK		Germany	France	Italy
	(EWNI)	(Scotland)			
5. Recognised National HE Organisations	Guild HE Universities UK Association of Colleges	Universities Scotland Colleges Scotland	—	National Higher Institutions Conference	Conference of Directors-General of University Administrations
6. National Qualifications Body	Qualification and Credit Framework for England, Wales and Northern Ireland	Scottish Credit and Qualifications Framework	—	National Commission for Vocational Certification	Italian Qualifications Framework for Higher education
7. Rectors Associations	—	—	Rectors' Conference	National Rectors' Conference	Conference of Rectors of Italian Universities (CRIU)
8. Academic Recognition Body	NARIC UK		ENIC-NARIC Germany	ENIC-NARIC France	ENIC-NARIC Italy
9. EU Education Programmes	Erasmus+ National Agency International Credit Mobility		Erasmus+ National Contact Point	Agence Erasmus+ France/Education Formation	Erasmus+ National Contact Point
10. Information Agency for International Students and Scholars	—	—	German Academic Exchange Service (DAAD)	Agence Campus France	Academic Equivalence Mobility Information Centre (CIMEA) UNIVERSITALY

Source: Based on the information provided on the EHEA website ([EHEA, 2024c](#), [2024d](#), [2024e](#), [2024f](#), [2024g](#)).